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ABSTRACT

This document is a technical guide designed for use in conjunction with the revised guidelines for staff development in Mississippi schools. It outlines and explains a step-by-step process for planning and implementing a staff development program that should foster the changes necessary to improve student and school performance throughout the state. It provides a narrative description of 11 essential steps to follow in developing a comprehensive plan: (1) organize for school improvement, (2) prepare the district mission statement, (3) establish the staff development committee, (4) assess needs for staff development, (5) establish staff development goals and objectives, (6) design implementation strategies, (7) establish a reward system, (8) determine criteria for successful completion of the staff development program, (9) secure administrative support, (10) determine evaluation strategies, and (11) establish a process for program management. Additional selections provide guidelines for maintenance and funding of the staff development program. A bibliography is included, along with an appendix of 25 examples and forms arranged by and referenced to the 11 steps. These examples and forms are presented as suggestions, not prescriptions, and may be modified to meet individual needs. (TE)

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Staff Development Pilot School Districts

Choctaw County

Holly Bluff Consolidated

Itawamba County

Iuka Separate

Lauderdale County

Lowndes County

McComb Separate

Oktibbeha County

Rankin County

South Pike Consolidated

Tunica County

Tupelo Separate

Yazoo County

Sacred Heart, Biloxi

St. John Interparochial High School

Itawamba AHS

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INTRODUCTION

The Education Reform Act of 1982 calls for the public schools of Mississippi to be effective as well as accountable for their educational processes and programs. The educational improvements outlined in this comprehensive legislative mandate call for sweeping changes if these educational organizations are to be effective. A review of research indicates that the key to school effectiveness in the 80's is the development of *human resources*. McLaughlin and Marsh in their 1978 study of organizations found that "the problem of reform or change is more a function of *people* and *organizations* than of technology." Planners and developers in business organizations consistently view their human resources as the primary indicators of success or effectiveness. If desired effectiveness, change or improvement is to be achieved in educational organizations, human resources in those organizations must be developed continually. Staff development provides a means for any of these actions to occur. Viewed as an integral and continuous process within school districts, staff development affects all personnel responsible for any part of the district's system of education and is intended to be the means by which school improvement is accomplished. If the school improvement accomplished is to be continual and lasting, staff development will automatically become a top priority in school systems.

The architects of reform in education in Mississippi conceived staff development as the mechanism school districts should use to develop and implement the detailed provisions of the Reform Act. Since it will then become the means through which the performance of Mississippi schools is improved, it is critical that local school districts successfully implement appropriate staff development programs. This document is designed to use in conjunction with the Guidelines for Staff Development Programs. It outlines and explains a step-by-step process for planning and implementing a staff development program that should foster significant changes in people and in educational programs necessary to improve student and school performance throughout the state. Its contents include a narrative description of 11 essential steps to follow in developing a comprehensive plan and an appendix of approximately 25 examples and forms which have been arranged by and referenced to the 11 steps. The examples and forms included in the appendix are provided as suggestions, *not prescriptions*. The various forms, if used, may be modified to meet individual district needs in keeping records of required staff development information, and the examples are offered as simple explanations. In summary, this document is a compilation of processes and procedures necessary for the planning and operation of a staff development program that can be viable and responsive to the needs of Mississippi school districts.

The Basic Concept of Staff Development

Staff development focuses on the continued improvement of staff in a school system. In Mississippi, staff development is defined as a mandatory program of staff activities that is initiated by the school district, based on institutional needs, and designed to promote continued demonstration of the essential competencies and responsibilities necessary for the district to meet its goals. Furthermore, it is one of the six areas of the performance-based school accreditation system and will be the basis of recertification of teachers and administrators. Research findings on school effectiveness and school improvement also emphasize successful staff development programs as the key to school effectiveness.

Rationale For Staff Development

There exists a legitimate concern about teaching being an individualistic act. Though recent instructional management programs and additional reform programs have enhanced opportunities for administrators and teachers to work together, generally little time is provided in schools for collective planning. Because leadership in most school districts is oriented toward the day-to-day problems of management and operation, teachers have little chance for collaborating with colleagues (Leithwood and Montgomery, 1982).

What has been called "staff development" or "inservice" in the past consisted mainly of brief workshops for large groups of people. In a publication done for the American Association for Supervision and Curriculum Development Joyce and Showers stated that "in any given year the average teacher in the United States participates in only about three days of inservice work, rarely more than

a day at a time, and usually in brief workshops that feature 'inspiring' speeches and demonstrations of discrete skills" (Joyce and Showers, 1983). Little attention has been given to determining the extent of application of information obtained from these workshops. Hence, there exists a real need to build an environment in educational settings where collaborative exchanges become an integral part of the educational program. Through staff development such collaboration can promote an increased sense of growth and competence (Joyce and Showers, 1983). Therefore, a major change in the educational environment, particularly in the professional lives of educators, is envisioned through staff development.

Finally, a possibility of an impending shortage of teachers in this state along with recent teacher unrest over salaries has sparked a most important reason for staff development. Schools and school districts must become organizations for study and improvement as well as places to pursue careers. Quality staff development programs may well be the means for establishing a climate for promoting education as a profession.

Staff Development As The Vehicle For School Improvement

Incorporated into research describing effective schools are principles that appear to be key considerations in the design of staff development programs. Research conducted by the Southwest Educational Development Laboratory has incorporated critical characteristics of effective staff development programs as identified by Wood, Thompson, and Russell. The characteristics which follow are taken from their summary.

1. Staff development should prepare educators to implement research findings and best practices related to carrying out their job responsibilities.

2. Staff development should be based upon clear, well-understood, specific goals and objectives that are congruent with institutional and personal goals.

3. Staff development should focus on actual school goals, problems, needs, and plans; and be conducted, whenever feasible in the school setting.

4. Staff development should be conducted in a supportive climate of trust, peer support, open communication, and staff commitment to clearly understood institutional goals.

5. Staff development should have three major components: (a) attitude (climate), (b) pedagogical (professional) skills, and (c) substantive (professional) knowledge.

6. Staff development programs should be cooperatively developed by those involved and affected by the programs.

7. Staff development should emphasize use of rewards (such as opportunity, participation in decisionmaking, and advancement) which have been shown to promote high commitment and performance.

8. Staff development should be based upon assessed needs of participants.

9. Staff development should be supported by leaders at the district level and building level through their participation in staff development activities with their peers and subordinates.

10. Staff development programs should provide for follow-up and assistance to educators as they use their new skills and understandings in the work setting after they have been trained (Southwest Educational Development Laboratory, 1985).

A competent staff is one of the indispensable elements of a school program, and effective staff development serves to promote and maintain this element of the program. The concept of staff development permeates the entire accreditation model impacting on the process of improving educational leadership, instructional organization, effective instruction, school climate, and ultimately the quality of education.

STEP 1 IN THE PLANNING PROCESS: ORGANIZE FOR SCHOOL IMPROVEMENT

Support for Change - One of the most important keys to the success of a school improvement program is a high level of staff enthusiasm and commitment. Since changes often appear as an indictment of existing school programs, it follows then that the leadership of the school staff should be the first to exhibit enthusiastic commitment to any changes, whether externally imposed or internally initiated, that are designed to promote improvement in programs. It becomes critical to the success of both program development and implementation that the leadership within the district provide a positive, planned program for school improvement by identifying and describing their vision of what the school system should be. (Loucks-Horsley and Hergert, 1985). It is incumbent on the leadership to portray this vision in such a manner that the other staff members become caught up in it and begin to organize for change.

Collaborative Planning - Any school improvement effort should be organized to consider the concerns of teachers, administrators, students, and parents, all of whom are people -- the real key to improvement. (Loucks-Horsley and Hergert, 1985). However, since the success of school improvement ultimately lies with school personnel, especially teachers, it is important that all school staff be informed of and involved in improvement efforts. Staff involvement in the development of the program promotes eventual ownership and creates broad-based institutional support necessary to effect implementation and continuation of successful practices. In order to ensure the inclusion of the various perspectives of the staff, a structure must be identified which enables teachers, supervisors, principals, assistants, subject leaders, and others to become

actively involved in developing and implementing a plan. Though there is no one prescribed organizational blueprint for all school districts, one such model is the school improvement team.

Composition of the School Improvement Team - The school improvement team should be relatively small (possibly five to fifteen people depending on the size and structure of the district) and be led by the person in the district that is responsible for the task with this responsibility reflected in that individual's job description. The team should be appointed by the superintendent of the district and include teachers, administrators (both building level and central office representatives), community representatives, and if possible, a member of the school board. Since many of the desired changes will eventually take place in the classroom, teachers should make up the majority of the team. Prior to the appointments, the superintendent might consider nominations or recommendations from groups and/or individuals within the district. By receiving such nominations and/or recommendations, representative input is provided.

The Role of the School Improvement Team - The superintendent must clearly define and describe the role of the school improvement team, confer the necessary authority commensurate with its established responsibilities, and communicate this to both team members and staff members, particularly building level administrators. The school improvement team should be charged with the responsibility of identifying specific program areas within the district in need of improvement. Once areas have been targeted for improvement, strategies and procedures should be developed to strengthen those areas. Implementation of the strategies and procedures should be monitored by the team in order to determine outcomes and

to modify plans and strategies. The organizational position of the team and other collaborative structures should be defined through an organizational chart as illustrated in Appendix A.

A school district may have in place a staff development committee similar to that described in the Guidelines for Staff Development. Should a staff development committee already exist in the district without the leadership of a school improvement team, special consideration should be given to establishing this additional and necessary collaborative structure. The specific function and purpose of each collaborative structure should be clearly defined, and members of both teams should be working toward the common goal of school improvement.

The goals and responsibilities of the school improvement team are broader in scope than those of the committee responsible only for staff development but should provide a sense of direction for the work of the staff development committee. As indicated by Loucks-Horsley and Hergert, "teams in and of themselves do not guarantee success, but what they seem to do is democratize the process."

STEP 2 IN THE PLANNING PROCESS: PREPARE THE DISTRICT MISSION STATEMENT

Definition of District Mission Statement - In the performance-based accreditation standards for Mississippi schools, the district mission statement is defined as "A CLEAR, SHARED STATEMENT OF PURPOSE THAT IS THE BASIS UPON WHICH MOST IMPORTANT EDUCATIONAL DECISIONS ARE MADE." (Mississippi Department of Education, 1985)

A district's mission statement should be a clear vision of what the district represents. It states the purpose of the organization, focusing on its reasons for existence. Development of the district mission should be the first step after organizing for school improvement, since this provides the educational framework for the district.

Establishing The District Mission - Consideration should be given to the following statements which may be helpful in establishing the district mission statement:

1. Developing the district mission statement
   The school improvement team should identify the goals to be addressed in the district mission statement. Once the team has drafted the mission statement, it should be disseminated to all staff members for their review and recommendations. The mission statement should be revised to reflect staff input and then presented to the superintendent for approval with final approval given by the school board. If representatives from the community are not members of the school improvement team, consideration should be given to involving community members in developing the mission statement.

2. The importance of the district mission statement
   Aims of individual schools are enhanced when improvement plans are based upon the philosophy of the district as expressed in the mission statement. Such a statement provides the framework which creates a common foundation for the individual school programs while addressing issues of state mandates (Dianda, 1984).

3. Resources to be used in developing the district mission statement
   An initial source for information would be the philosophy statements included in state and regional self study reports for accreditation. Certainly revisions and additions to existing statements of the philosophy may be necessary; however, there is no need to try to create what already

exists. Other resources which may be helpful in developing the mission statement are data sources including opinion surveys. Consideration should be given to determining strengths of the district. Frequently, this establishes a positive environment for school improvement programs.

4. Content of the district mission statement

The mission statement should contain broad goals of the district that outline the purpose for which the school district exists. Though each district is responsible for setting its own goals, specific areas to be addressed in the mission statement are given in the performance-based accreditation standards. As a minimum, the district mission statement must address district-level allocation of time to be spent in basic skills instruction (Mississippi Department of Education, 1985). (See Appendix B)

The district mission statement is also a specific requirement of the five year educational plan required in the policies and procedures of the performance-based accreditation standards (Mississippi Department of Education, 1985).

Examples of mission statements are contained in Appendices C and D. See Appendix E for the scope and sequence chart which outlines the relationship between the mission statement, the district goals, and staff development goals.

STEP 3 IN THE PLANNING PROCESS: ESTABLISH THE STAFF DEVELOPMENT COMMITTEE

Definition of Staff Development - By definition, staff development is a mandatory program of activities which is (1) initiated by the school district, (2) based on identified institutional needs, and (3) designed to promote continued demonstration of the essential competencies and responsibilities necessary for the school district to meet its goals.

Definition of Staff Development Committee - The district-wide staff development committee is a committee appointed by the school superintendent whose task is annually to prepare, review, and revise the staff development plan.

Composition of Staff Development Committee - In compliance with the provisions of the Education Reform Act the members of the district-wide staff development committee must be representative of certified teachers, administrators, school board members and the community. The staff development committee may be a subcommittee of the larger district school improvement team. The number on the committee will be dictated by the roles and responsibilities established for the committee; however, the group should remain small enough to be workable.

Group representation on the committee should be considered with regard to both elementary and secondary staff involvement and to groups that have special interests or needs that are related to staff development. Identified institutional needs, when translated, are manifested in all programs such as special education, early childhood education, vocational education or other programs which may warrant representation on the committee mentioned. Support personnel including counselors, psychologists, psychometrists, and library-media specialists should also be considered for membership.

Committee Functions - The major functions of the staff development committee include, but are not limited to the following:

1. development of a system to identify institutional needs and to translate the needs into goals and objectives of the staff development program;
2. development of strategies to meet the identified staff development objectives;
3. development of a system and procedure of awarding credits and rewards to program participants according to Commission on School Accreditation staff development criteria;
4. development of a system and procedures for ensuring that staff members successfully complete the planned staff development program;
5. development of a mechanism for ensuring administrative support for the staff development program;
6. development of procedures for reviewing the staff development program on an annual basis;
7. development of a process for program management;
8. completion of the State Department of Education staff development reporting form to reflect the planned program;
9. approval of and dating of the staff development plan before submitting it to the district superintendent for approval.

Operational Procedures - It is suggested that the local staff development committee establish written policies which describe the procedures adopted for operation of the committee. A policy statement or statements should be developed for each of the following:

1. how the committee will be organized and operated
2. methods to be used in making decisions
3. developing agenda
4. taking minutes and maintaining records of meetings and
6. methods for determining the work assignments within the committee.

STEP 4 IN THE PLANNING PROCESS: ASSESS NEEDS FOR STAFF DEVELOPMENT

Definition of a Need - A need is defined as the discrepancy between actual outcomes and desirable outcomes or the difference between what is and what should be. The methods used to determine the discrepancies between the actual and desirable outcomes comprise the needs identification process (Kansas State Department of Education, 1984).

Purposes of Assessing Needs

The purpose of assessing needs is to identify staff development goals that can be used to achieve school improvement and increased student learning (Southwest Educational Development Laboratory, 1985). In order to determine goals, it is important to assess current programs and practices. Assessing needs provides a means for determining a point of departure which is needed before initiating a plan. In other words, to be able to determine where you would like to go with a program you must determine where you are now.

There are three basic steps in assessing needs:
(1) identifying where differences exist between the actual and the desired conditions,

(2) establishing the degree and importance of those differences, and

(3) ranking training needs to reduce the amount of difference.
(Southwest Educational Development Laboratory, 1985).

Needs Identification Methods - A driving force behind many modern school effectiveness programs is that of data collection for identification of needs (Miles and others, 1983). Implementation strategies necessary to improve the institution can be drawn from the identification of needs. The data gathered should focus on institutional needs with an awareness of respective priority levels. The general goals established from the district mission statement should guide the process of

collecting needs assessment information (Appendix F). Needs may be determined through the following processes:

1) Persons in supervisory positions may determine needs from their assessments of the quality of work being performed by those reporting to them.

2) Individuals may be asked to state their own perceived needs or to respond to a checklist or similiar instrument.

3) Groups of individuals (teams, departments, schools) may respond to various internal or external pressures by planning collaboratively to bring about specific changes (ASCD 1981 Yearbook Committee).

A critical point is using a variety of data sources and formats (See Appendix G for several examples). The results of the district on-the-job performance appraisal process must be clearly linked to staff training and support activities conducted for the purpose of meeting institutional needs.

There are six types of needs which may be included in a needs assessment process. The six types are:

1. expressed need or demand - a need arising from an expressed desire of a constituent group

   example: teacher requests for assistance in mainstreaming technique

2. felt or perceived need - a need for improvement identified by a constituent group

   example: what administrators, teachers, staff, board of trustees and/or community request

3. normative need - a need arising from analysis of information about district functioning

   example: standardized test results indicate math scores below grade level

4. anticipated need - a need arising from plans to introduce changes into the district

   example: curriculum committee plans to introduce new science program

5. comparative need - a need arising from analysis of similar programs in different locations throughout the district

   example: reading programs are present only in lower elementary grades

6. performance need - a need identified through analysis of the results of the district performance appraisal process

   example: results of the performance appraisal of teachers indicates an institutional need in the area of classroom management (Connecticut State Professional Development Council, 1980).

Factors to consider in the development of needs assessments are listed in Appendix H.

Assigning Priority to Results of the Needs Assessment - After needs have been initially identified by means of one or several of the methods described above and in Appendix I, they must then be ranked in order of priority. Before attempting to rank needs, the staff development committee or needs assessment subcommittee should carefully review collected needs assessment data to ensure that a valid identification of staff development needs has been made. The following ranking systems are examples which should be modified to address the district philosophy, committee size, and expertise.

1. Ranking: Given a list of needs developed as a result of the institutional mission statement, participants rela[te] phrases which are perceived to be statements of institutional needs to their job positions. These responses are tallied and then ranked in order of priority (Appendix J).

2. Rating and Ranking: Given a list of needs identified through the establishment of the district mission statement, participants respond by rating (1=low, 5=high) their need with regard to urgency. These responses are tallied and then ranked, with those needs most often marked 5 addressed first in the staff development program. Those most often marked 1 should be reexamined by the staff development committee to determine if they are real or perceived needs (Appendix K).

Another example of a questionnaire for determining how best to meet needs identified is contained in Appendix L.

STEP 5 IN THE PLANNING PROCESS: ESTABLISH STAFF DEVELOPMENT GOALS AND OBJECTIVES

Definition of Staff Development Goal - Goals are broad general statements which establish the expectations for the staff development program. Staff development goals are determined by institutional goals and by institutional needs identified through the needs assessment process.

The goal statements will provide a framework for the development of the remainder of the staff development plan. Therefore, it is important that the goals are clear and that they provide action-oriented direction. Goals should be written in terms of outcome, not process; they should reflect what you would like to see as the result.

Some of the goals of the staff development program are restatements of the needs contained in the needs assessment. The difference between a goal statement and a needs statement is that:

A needs statement reads, "There is a NEED to provide opportunities for maintenance of professional skills ...,"

A goal statement reads," Staff development activities WILL promote and provide opportunities to ensure maintenance of professional skills and knowledge for meeting the objectives of the educational program of the district." (Kansas Department of Education, p. 5).

Definition of Staff Development Objective - Staff development objectives are measurable outcome statements which are to be achieved by designated participants over a specific period of time. Example: "At the end of the fall semester

of the 1985-86 school year, upon completion of a training module on the provisions of the Education Reform Act of 1982, all certified staff and school board members will outline the ways in which the new accreditation and certification requirements will affect their respective positions in the organization." Objectives are necessary for translating needs into program content and should be written so that they spell out actions that are necessary to achieve the established goals. Objectives may be either immediate or long term in scope and address areas identified in the district's mission statement and/or having attained high priority in the needs assessment process.

Objectives are stated in measurable terms that describe what a participant will do once the objective is achieved. Ideally, objectives are written so that they:

1. are precise and measurable
2. describe the intended behavior or performance
3. specify who is to demonstrate the behavior or performance
4. specify the conditions under which the behavior or performance will occur
5. specify the criteria to indicate the extent to which the behavior or performance is accomplished (Kansas Department of Education, p. 5).

See Appendix M - for a format for writing objectives. Abbreviated examples of objectives are contained in Appendix N.

STEP 6 IN THE PLANNING PROCESS: DESIGN IMPLEMENTATION STRATEGIES

Definition of Activities - Staff development activities are the processes and experiences designed to accomplish the designated objectives. Implementation strategies which are based on valid learning theory and are appropriate for staff development activities should be listed concisely in the staff development plan (Kansas State Department of Education, 1984).

Activities should directly reflect institutional needs as articulated through staff development goals and objectives as well as information gained through the districts performance assessment systems. Research indicates that well-conducted staff training and staff support activities improve program implementation, promote student gains, foster staff change, and enhance the development of methods and materials (McLaughlin and Marsh, 1978).

Staff Training Activities are those activities which consist of specific instruction in acquiring skills or behaviors relevant to one's position, usually conducted in on-site workshops and training sessions. Staff training activities are classified into two categories: Receiving Instruction and Giving Instruction. Examples of two types are given in Appendices E and S. Refer to the Staff Development Guidelines for further examples. School districts are encouraged to conduct staff training in three areas: 1) professional knowledge, 2) professional skills and 3) school climate (See Appendix O).

Location of Training. School districts are encouraged to conduct staff development training and support activities at the school site. School site is defined as an elementary/secondary school campus or central office/meeting area within the

State of Mississippi. Conferences and educational meetings of merit at other locations may be beneficial to participants; however, in order to demonstrate the relevance of off site meetings to institutional needs, those participating in such conferences or meetings must successfully conduct a Giving Instruction Staff Training Activity or Staff Support Activity with district staff in order to receive staff development credit. Special note of this should be made in the designing the district staff development plan. We repeat: after attendance at an off-site conference during the current contract period, the staff member, in order to receive staff development credit for that school year, must perform a training activity (giving instruction) on a topic, skill or behavior discussed at the conference or must perform a staff support activity on a topic, skill or behavior discussed at the conference, and a need for the topic must have been identified and included in the staff development plan.

Staff Support Activities - Staff support activities are designed to help staff training participants assimilate the skills and information delivered in training sessions into their on-the-job performance. Training is essentially information transfer--providing teachers with materials necessary for school improvement. The process of implementing needed changes is one of mutual adaptation. Staff should modify their practices to conform to requirements and technologies which are in turn adapted to the daily realities of the school classroom. Staff support activities, in particular, assistance from resource personnel and meetings, can provide the feedback which helps the staff to make modifications (McLaughlin and Marsh, 1978). Examples of staff support activities may be found in Appendices E and S. Examples listed in the Staff Development Guidelines include approved staff meetings which focus upon (1) interaction and provision of feedback regarding program and staff performance, (2) district goals and objectives, the

content and rationale of staff development activities and (4) developing or revising curriculum plans and/or materials. Research indicates that well-conducted staff support activities not only reinforce the contribution of staff training, but they also make their own important contribution to promoting teacher change and staff assimilation of program practices (McLaughlin and Marsh, 1978).

Training Activities for Non-Certified Staff - Personnel other than certified staff will be involved in staff development activities as district needs arise, but must accrue a minimum of 15 credits over a five year period. (Staff Development Guidelines). Training activities for non-certified staff may take the same format as any planned activities for certified staff. State Department of Education sponsored workshops or conferences which staff (example: cafeteria workers, bus drivers) are required to attend may count toward staff development credits as long as those participating successfully complete that approved activity.

Developing Training Activities - As illustrated in Appendix E, training activities relate to the staff development objectives. Content of the training activities may come from a variety of sources. The Resource Directory for Staff Development to be disseminated in May provides a listing of current written and audio visual materials on a variety of educational topics. The directory will also contain a listing of conferences and workshops planned for the upcoming school year by the State Department of Education, colleges, universities, and professional organizations. Appendix O provides a listing of general topics for expansion and consideration.

Scheduling of Training and Support Activities - Staff development planning is no longer year to year, responding only to immediate needs and problems, but is

proactive, long range, and systematic (Wood, Freeland, and Szabo, 1985). For faculty and staff to receive maximum benefit from scheduled activities, the following points should be considered as schedules are developed:

- Involvement of staff in selecting of types of implementation strategies, dates, times, and places for activities. An example is given in Appendix L for collecting the data. Involvement of staff in the scheduling process helps promote ownership if suggestions are incorporated when possible into the plan (McLaughlin and Marsh, 1978).

- Based on staff input, the staff development committee should develop the district plan. As an integral part of the educational program, staff development activities should become a part of the academic calendar and incorporated into the contractual period for administrators and staff. Should the calendar year be altered with respect to length of school day or number of days, staff should be informed of the changes prior to rehiring or employing. After receiving the pertinent information, staff members who contract with the district should be held responsible for complying with the terms of the contract.

- Utilize resource persons available from within the district when possible so as to promote collegiality and decrease the possibility of last minute cancellations and unsatisfactory results. Should a judgement be made that to meet an identified institutional need, an outside the district consultant is needed, it is wise to consult with colleagues and/or the State Department of Education regarding the best available. As soon as the person is identified, it would be advisable to contract with him/her as far in advance as possible in order to incorporate the planned session into the yearly plan.

- Communicating the yearly schedule to staff in a concise format demonstrates to the school community that their local program is organized and moving with purpose. Examples of staff development calendar formats are found in Appendices P/Q.

STEP 7 IN THE PLANNING PROCESS: ESTABLISH A REWARD SYSTEM

Definition of Reward System - A term used to identify the district's formal attempts to recognize individuals for their participation in a staff development program.

The purpose of the reward system is to provide positive reinforcement for participants as they learn to develop behaviors associated with school improvement and self improvement. Staff development planners should recognize that adult learners are motivated to learn through staff development on two different levels: (1) by external (extrinsic) rewards, such as supervisor's approval and recertification credits; and (2) by internal (intrinsic) rewards such as personal growth and achievement and professional growth, such as increasing responsibilities and development of teacher leadership skills (Joyce and Showers, 1980). Examples of types of rewards may be found in Appendix R.

Components of a Reward System - The complete details of the reward system should be in writing and given to all participants. The system should include the following information:

1. number of credits that may be earned
2. rewards that are attached to the credits
3. the accounting system for accumulating credits
4. specific expectations for achieving credits

Credits As A Basis for a Reward System - The basis for a district's staff development reward system is the credit system mandated by the Guidelines. Participants will accumulate credits based on the amount of time and number of

times they participate in staff development activities. Because successful completion of the district's staff development program is required by the state's recertification process and because staff development is included as one of the performance standards of school accreditation, one statewide system for awarding credits was established.

STEP 8 IN THE PLANNING PROCESS: DETERMINE CRITERIA FOR SUCCESSFUL COMPLETION OF THE STAFF DEVELOPMENT PROGRAM

Successful Completion - Successful completion of the staff development program is to be determined by staff members' successful completion of a total of 26 staff development credits (13 training, 13 support) from the district's approved staff development program that offers a minimum of 30 staff development credits. Local boards of education must have an official procedure for determining successful completion of the district staff development plan that is referred to as a follow-through plan. The following components of a follow-through plan must be included:

1) Goal of Activity - statement(s) which clearly indicates the purpose of the activity. The goal of the staff development activity should be based on the goals of the local staff development plan and reflect the district mission.

Example: The teachers will observe classroom management procedures which would promote student time-on task.

2) Projected Outcome of Activity - the proposed behavior(s) to be evidenced by the participant after completing the activity.

Example: As a result of the activity the participants will learn how to demonstrate in the classroom two classroom management procedures discussed at the workshop.

3) Description of Activity - a brief explanation of the learning situation.

Example: The material will be presented in a workshop through lecture and demonstration

4) Assignment - clearly stated tasks relating to an activity which the participant must perform after completing the activity.

Example: The participants will practice two classroom management procedures in the classroom and record the effects on student behavior.

5) Follow-up of Assignment - a means of examining participant behavior(s) to determine if the projected outcome has been attained.

Example: The participant will be observed demonstrating a new behavior learned as a result of the workshop attended. The observation may be conducted by a peer teacher using a checklist.

Examples of follow-through plans are given in Appendix S.

Development of the Follow Through Plan - The staff development committee should carefully review the types of activities they choose to make available to staff as the staff development program is planned. The type and number of activities offered dictate the type and number of follow-through plans districts must develop and record.

For recertification purposes all certified staff, including full-time and part-time personnel, must meet the requirement of successful completion of a minimum of 26 credits in the district staff development program each year (at least 13 training and 13 support). It is the responsibility of the district to offer a minimum of 30 credits in staff development activities (at least 15 training and 15 support).

Management of Successful Completion - Two systems of management of successful completion are found in Appendix T. These are examples and should be modified to accomodate district staff size and expertise. The section in this manual entitled, "Maintenance of the Local Staff Development Plan" provides information on how these follow-through plans can be recorded.

STEP 9 IN THE PLANNING PROCESS: SECURE ADMINISTRATIVE SUPPORT FOR THE STAFF DEVELOPMENT PROCESS

Administrative Support - Administrative support is critical for the staff development program to be meaningful. *Examples of ways to provide administrative support are listed below:

1. Establishment of management procedures which result in equitable division of labor for those individuals responsible for determining each participant's successful completion of the follow-through plan(s).

2. Allocation of funds to assess activities in the most appropriate way to guarantee an accurate determination of the short term and long term improvement of the school as a result of completion of the activity.

3. Provision of positive support and feedback through verbal or written encouragement following completion of an activity, during a project or after an on-the-job appraisal, staff meeting and/or conference.

4. Provision of leadership in and support for the development and implementation of an attractive reward system.

5. Active participation in staff development activities which are designed for all school personnel.

6. Enthusiastically serving as a trainer/consultant for training sessions--likewise encouraging non-administrative personnel to develop skills to become trainers.

7. Allocation of time for staff development activities and incorporating staff development as an integral part of the educational program.

8. Development of knowledge about current research in staff development and sharing this information with staff members.

9. Promotion of staff development through positive leadership.

*This list of examples of administrative support is not inclusive.

STEP 10 IN THE PLANNING PROCESS: DETERMINE EVALUATION STRATEGIES

Definition - Evaluation strategies are those strategies by which the staff development program will be assessed in terms of its impact on the institution. This will be accomplished through the assessment of the implementation and operation of the approved plan.

The evaluation process is required to assess the impact of the plan on the staff development goals of the district (Kansas State Department of Education). This evaluation may be done in a variety of ways. Examples are listed below which should be viewed as a beginning point in developing measures which can be used to determine the outcome of the staff development plan, that is, whether or not the staff development program accomplished what was intended and whether or not the goals were met and the objectives attained. Examples of ways to assess the staff development plan are:

1) participant rating of training and/or support activity following the activity (Example given in Appendix U.)

2) pre and post testing of the participants with regard to activity content

3) year to year review of performance appraisal results

4) year to year review of student test results

5) determining the number and types of changes in organizational functioning and relating staff participation in specific staff development activities to changes in the overall level of organizational performance.

Evaluation of the implementation and operation of the staff development plan - Evaluation of the total staff development plan involves a measurement of the effectiveness of the implementation and operation of the plan. This aspect of the evaluation process addresses the general administration of the plan including

the effectiveness of the process for conducting needs identification activities, coordination of staff development activities, and the efficiency of record keeping (Kansas State Department of Education, 1984).

STEP 11 IN THE PLANNING PROCESS: ESTABLISH A PROCESS FOR PROGRAM MANAGEMENT

The management system should clearly describe the who, what, how, where, and when of program implementation. No one administrator nor the staff development committee can successfully manage the program without help from others. Therefore, several points warrant consideration when developing a management system.

- What types of information must be gathered?
- Who will collect the information?
- For what purposes will the information be used?

*Information which must be gathered to provide a written report of staff development activities includes:

1) topic of activity
2) goal of activity
3) projected outcome of activity (objective)
4) description of activity
5) assignment
6) follow-up assignment

(See example in Appendix V)

When planning staff development activities, it may be helpful to outline the program of activities which would include:

*This information is required in order to determine successful completion.

1) staff development activity topics

2) location, date, and time of session

3) number of credits to be earned through successful completion of the session

4) participants (all staff, professional staff only, etc.)

5) contact person

(See Appendix W). Suggested responsibilities of the contact person are included in Appendix X.

It will be important to determine those who attend each session. Consideration should be given to developing policies dealing with individuals who arrive late for sessions and those who leave sessions early. This portion of the record keeping can be a responsibility of the contact person. An example of an attendance registration form is included in Appendix Y.

It must be determined who will be responsible for approving activities, maintaining records, and determining successful completion of activities. The staff development coordinator may work with the superintendent, the principals, and the staff development committee to determine a management system for the staff development program.

Once the management system has been developed, additional steps may be taken to provide for its efficiency.

- Develop an organizational chart which outlines positions of individuals and groups who have staff development management responsibilities. (See Appendix Z)

- Include staff development responsibilities in or with personnel job descriptions.

- Outline staff development responsibilities in information to be disseminated to all staff prior to the beginning of school. (See Appendix AA). These examples of staff development responsibilities indicate that principals and/or subject leaders (department chairman) may share responsibilities for staff development with the Assistant Superintendent for Instruction, whose suggested responsibilities include staff development.

  Note that the responsibility for awarding staff development credit in the examples rests with the assistant superintendent, the principal, and the subject leader. The concept of subject leaders and their responsibilities in staff development in addition to other areas is simply provided as an example of managing a staff development program with limited personnel. Before pursuing adoption of such a concept, careful consideration should be given to availability and selection of subject leaders.

- Establish a file for personnel staff development. The district may choose to keep a separate record for each staff member along with a summary sheet kept in personnel file. Computers can be very helpful in filing staff development information. There is no particular system for filing that works best; however, it is important that an adequate, current report of staff development exists in districts.

Maintenance of the Staff Development Program

Definition - Maintenance of the staff development plan involves those functions necessary for operating of the program and for keeping the plan current and reflecting changes within the scope of the plan. (Kansas Department of Education, 1984).

Maintenance functions include recordkeeping operations, annual status reports of the plan, and filing amendments of the staff development plan.

Since maintenance of the staff development program will require additional assignments it is essential that a workable management system based on the needs and goals of the district be determined. Recognizing that many school districts have limited resources including personnel, time, and money, one of the most important responsibilities of those individuals and groups responsible for the staff development program is to develop a management system which will be simple yet efficient.

Approval Process

Approval Process for staff development plan includes the following steps:

Once the district plan for staff development has been approved by the Staff Development Committee, superintendent and local school board, it should then be submitted to the Commission on School Accreditation through the Bureau of School Improvement in the State Department of Education. The plan shall be submitted annually on or before the third Monday in June. A committee appointed

by the Director of the Bureau of School Improvement will approve or disapprove the staff development plan on the basis of the criteria contained in the guidelines. School districts will be notified of the approval or disapproval of their staff development plan within 45 working days upon receipt of the plan by the State Department of Education.

The district plan should be submitted on the reporting form provided by the Bureau of School Improvement. Levels of approval are described in Appendix V.

Levels of Approval - For the 1985-86 school year, districts may choose to pursue one of two types of staff development plans: the first option, the Level A Staff Development Plan incorporates the goal of improving staff knowledge of the concept and intent of staff development in Mississippi schools.

The needs assessment conducted by the district may reveal a need for improving staff knowledge about the concept of staff development which triggers a staff development goal and objectives related to this area. If so, this goal and its objective may be met through the use of SDE generated content of ETV Pipeline Series tapes for April-May, 1985, staff development guidelines, technical assistance manual and *Resource Directory. A district may pursue subsequent objective(s) in a developmental approach which relates to identified institutional needs. The second option, the Level B staff development plan is more comprehensive in scope and focuses on goals and objectives that have been identified through assessment and ranking of institutional needs for specific approval criteria. (See Appendix BB for specific approval criteria.)

Districts that elect to pursue a Level A staff development plan in 1985-86 must progress to a Level B plan the following year. Districts who have already

achieved a reasonable measure of experience in their staff development programs would find it advantageous to seek Level B Approval. In making the decision regarding which level of approval to request, districts should consider the staff development standards and indicators in the performance-based accreditation system and determine the level of accreditation that will be sought.

Funding of the Staff Development Program

Definition of Funding - Financial resources obtained through local, state, and/or federal funds; private contributions; in-kind services and/or contributions, etc. Such funds are designated for the purpose of designing, implementing, and/or institutionalizing a staff development program that will promote quality education in a school district.

Application Process - The Education Reform Act provides for limited financial assistance for school districts to develop, implement, and institutionalize their staff development program. To receive these funds, a district must submit its staff development plan to the Bureau of School Improvement on or before the third Monday in June. Approval or disapproval of the plan based on the criteria contained in the Guidelines will be determined by a committee appointed by the Director of the Bureau of School Improvement. Notification of said approval or disapproval will be made to districts within forty-five (45) working days upon receipt of the plan.

Upon approval of the plan, the State Department of Education will provide forms for budget expenditures and assurances to the district. The amount of staff development funding to which each district is entitled, will be based upon the

district's number of teacher units from the previous school year and the amount per teacher unit appropriated by the Legislature. State funds released for teacher units which are staffed by beginning teachers must be used to provide staff development activities for these beginning teachers.

Staff development activities for the Assistant Teacher Program are funded separately. School districts will receive funds upon approval of the staff development plan and receipt of the district Assistant Teacher Program application.

Limitations - All monies awarded to the school district through the Financial Assistance for Staff Development section of the Mississippi Education Reform Act of 1982 must be spent by June 30 of the year allocated.

Each district must submit the following assurances about thier staff development funding to the State Department of Education:

1. All monies expended will be spent only for staff development in accordance with the budget expenditure categories.
2. Separate accounting procedures shall be maintained to assure that funds are traceable to program expenditures.
3. A complete accounting of budget expenditures will be submitted to the State Department of Education on appropriate forms no later than August

These assurances will be determined by filing assurances forms to be sent to the districts upon approval of the staff development plan.

** The State Auditor's Office dictates that all contracts must be completed within thirty (30) days after June 30.

Limitations on the use of monies include employing staff, claiming indirect costs, and purchasing equipment.

Amending the Staff Development Plan

Definition - An amendment is considered to be a major change or addition to the local staff development plan which has been approved by the Staff Development Committee of the Mississippi Department of Education.

The Amendment Process

An amendment to the local staff development plan may be submitted to the Staff Development Committee in the Mississippi Department of Education at any time, but the amendment should be approved prior to implementing the change. The amendment should be approved at the local level following the same process as the staff development plan; therefore, the amendment should be approved by the staff development committee, the superintendent, and the school board before being submitted to the State Department of Education.

Annual Report

Each year the Mississippi Department of Education will request information about the staff development program from the previous year. Information regarding the staff development annual report will be disseminated to districts in the Spring along with the reporting forms for the staff development program for the upcoming year.

Final Accounting: A brief justification of expenditures must be completed before August 1. This justification includes the filing of a completed Budget Summary Expenditure Report indicating the amount of funds expended by category. Definition of categories of expenditures and requested supplementary budget information are included in Appendix CC.

Upon completion of the program, if funds were not expended by the required time a check for the remaining amount is to be made out to the State Treasury Budget 2200 sent with the final Budget Summary Expenditure Report. Indicate on the check that these funds were allocated for staff development.

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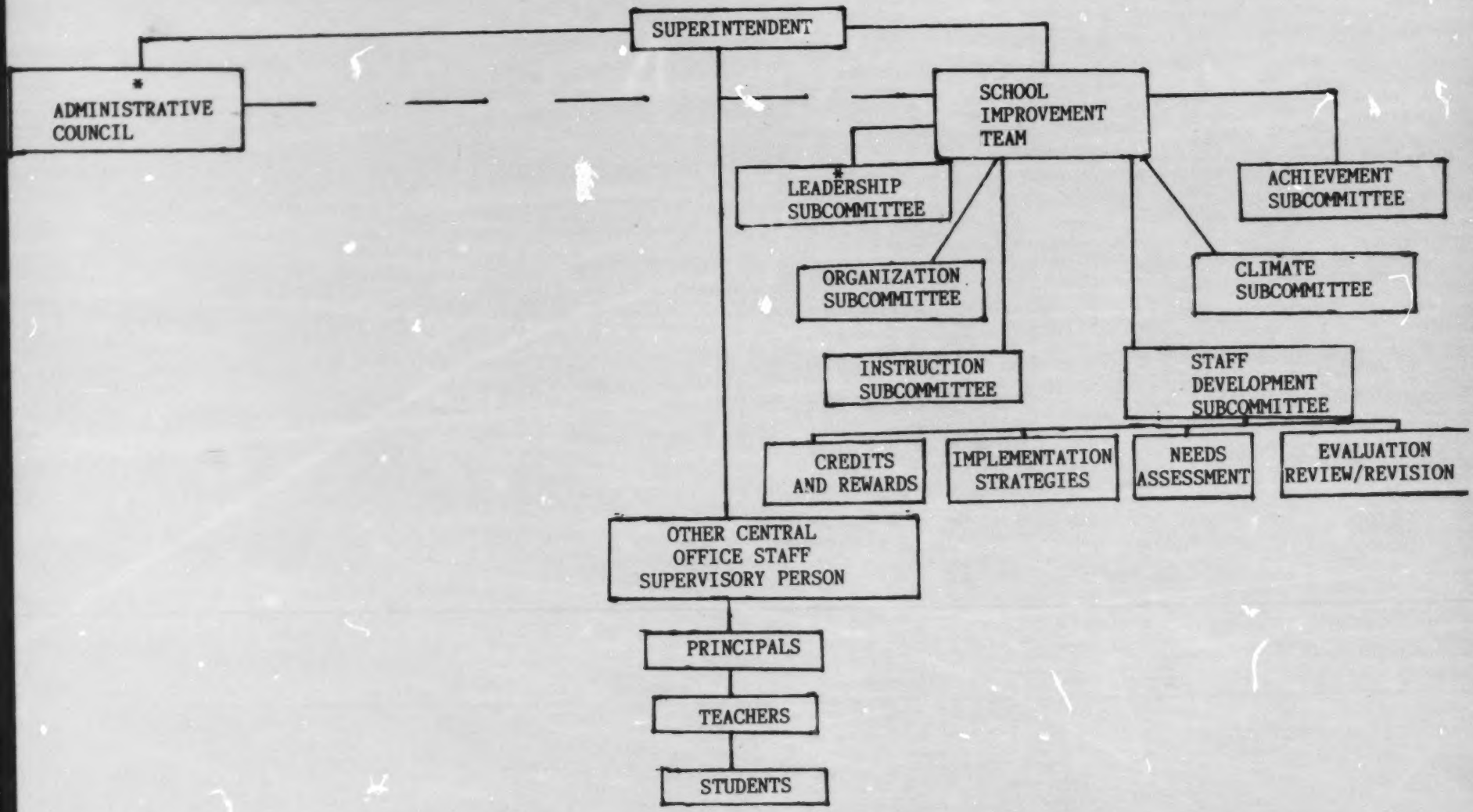
STEP 1

EXAMPLE OF ORGANIZATIONAL FLOW CHART INCLUDING COLLABORATIVE STRUCTURES



* Leadership subcommittee may consist of all members or a representative group of the administrative council.

STEP 2

CLEAR DISTRICT MISSION STATEMENT

STANDARD: There is a clear, shared statement of purpose that is the basis upon which most important educational decisions are made, as evidenced by any of the following:

(0) There is insufficient evidence of the presence of any of the indicators;

(1) District-level allocation of time to be spent in basic skills instruction;

(2) District-level specification of written instructional objectives in every subject at each grade level;

(3) District-level testing of student mastery of specified instructional objectives;

(4) Identification of materials, supplies and support services needed for basic skills instruction in the district instructional management plan;

(5) District-level specification of performance-based promotion, retention, grading, and graduation requirements.

APPENDIX C

EXAMPLE OF A DISTRICT MISSION STATEMENT

The _____ School District has as its mission to provide a quality formal education for individuals, particularly the youth, in our community. We believe that the school's most basic and challenging responsibility is to provide for the academic development of students in this school district and in order to do so, staff members must be responsible and dedicated to the attainment of this most basic challenge. Therefore, we recognize the importance of developing, maintaining, and extending the skills of all staff members.

Recognizing that students exhibit a wide range of learning capacities, backgrounds, needs, and interests, we believe that the educational program of the school district should be broad enough to enhance the personal, physical, and social needs of individuals in a democratic society. We also believe a vital part of our mission is to establish a school program which reflects the values, needs, and ambitions of our community.

To attain the purpose for which the district exists, the district has established these goals:

1. To emphasize basic skills* achievement instruction for all students in the district. The district will accomplish this goal by:

   a. Providing sufficient amounts of time for instruction in the basic skills.

   b. Providing written instructional objectives and processes or activities to be used in achieving objectives, materials necessary to achieve objectives, and methods of evaluating objectives in every subject at each grade level.

   c. Determining appropriate curriculum for each pupil.

   d. Evaluating student mastery of specified instructional objectives.

   e. Basing decisions regarding grading, promotion, retention, and graduation upon student performance of instructional objectives.

   f. Ensuring that students spend sufficient amounts of time on task to support mastery of basic skills.

   g. Ensuring that a library media program is provided to enhance the instructional program.

2. To provide educational programs which will offer experiences conducive to cultural, physical, social, and moral development of students by:

   a. Providing educational and enrichment opportunities for adults and youth through the community education and adult education programs.

   b. Ensuring that students have opportunities for enrichment through intramurals, athletics, music, art, and foreign language.

*Includes liberal arts.

c. Providing counseling services to assist students.

d. Ensuring opportunities for students to increase their awareness of the world through the library.

e. Recognizing and rewarding exemplary student performance.

3. To improve the skills of staff members in their work with children, youth, and adults which will result in improvement of the quality of educational programs offered in the district by:

a. Providing a comprehensive staff development program which will provide time and opportunities for staff members to improve their skills.

b. Recognizing and rewarding exemplary staff performance.

EXAMPLE OF A DISTRICT MISSION STATEMENT

The _____ School District has as its reason for existence the providing of quality education for the youth of the community.

To accomplish the purpose for which the district exists, staff members of the school district must continually determine what is meant by the phrase "an educated youth." This planning is necessary because the young people of the school district come to school each varying in every possible circumstance, each having unique needs.

The insights gained from the study of the needs of the students are expressed in the form of a comprehensive curriculum for grades K-12. The primary responsibility for the development of the school district curriculum is given to classroom teachers. During this process ideas from many sources contribute to the creative activity. This curriculum is always subject to improvement.

The form of expression of the district curriculum is in an Instructional Management plan. This plan sets out what is to be accomplished by students in a given grade or subject. The plan suggests some instructional procedures suitable for reaching desired learning objectives and sets standards which are used to determine if these objectives have been reached.

The school curriculum is structured to allow a properly motivated student, of any ability, to move sequentially and successfully through each higher learning step. To achieve this, school personnel deliver the chosen curriculum using instructional techniques of teacher choice, while carefully monitoring the progress of the individual pupils. In this way pupil mastery of appropriate skills and concepts is assured.

The classroom teacher is the key element in accomplishing the school district's mission. The success of the district rests with effective teachers and their leaders. To this end, the school district will have in place educational activities which meet these standards:

1. Each pupil is being taught the curriculum determined to be appropriate;

2. Students are actually learning the prescribed material in accordance with ability to learn;

3. The learning process is conducted effectively and in a time efficient manner in accordance with factors known to have positive relationships with pupil learning;

4. The on-the-job practices of staff members are professional and ethical and are supportive of the best interest of students.

The school staff recognizes that not all students attend school regularly, or are interested in formal learning. Staff effort is expended to motivate each learner to complete a course of study related to his/her needs.

As the provision of quality formal education is the primary function of the school district all other activities are dedicated to be supportive of the educational efforts. All employees of the school district are considered to be essential to achieving the school district's mission. A staff evaluation and personnel development program is available to help individuals accomplish the job for which each is employed. Such effort should assure an orderly, healthy and safe atmosphere when pupils are in the care of the school district.

SCOPE AND SEQUENCE

Mission Statement	School District Goal	Staff Dev. Goal	Staff Dev. Objective	Staff Dev. Activity	Possible Participants
The Hedgewood School District has as its mission to provide a quality formal education for individuals, particularly the youth, in our community. We believe that the school's most basic and challenging responsibility is to provide for the academic development of students in this school district and in order to do so staff members must be responsible and dedicated to the attainment of this most basic challenge.	To attain the purpose for which the district exists, the following goals are listed:	The classroom teacher and school principal are key elements in accomplishing the school district's mission. To this end the following staff development goals have been established:			
	1) To emphasize basic skills instruction for all students in the district.	1a) To improve the instructional skills of staff members.	1a) To increase the district average of time on task by 10%.	1a) Training: Receiving Instruction - Workshops; formally observing master teachers Giving Instruction - Demonstrating effective skills, conducting workshops 1a) Support: Focused faculty meetings: Time use and evaluating sufficiency of allocated time.	1a) All certified teachers, assistant teachers, and administrators
		1b) To improve the leadership skills of the principal	1b) To strengthen the leadership skills of the school principal in the implementation and evaluation of the instructional management plan	1b) Training: Receiving Instruction - EMI* Giving Instruction - Conducting workshops: Implementation AIM plan. 1b) Support: Focused faculty meetings on AIM; evaluating and implementing	1b) All school principals and other appropriate administrative staff
				2a) Training: Receiving Instruction - Workshop on policy offered by MSBA Giving Instruction - Workshops on policy needs of district	
	2) To promote and provide staff development for all certified personnel to ensure maintenance of professional skills and knowledge for meeting the objectives of the educational program of the district	2a) To promote professionalism among educators	2a) To improve the understanding of school staff and school board members with regard to state and local school policies	2a) Support: Focused staff meetings: Current district policies evaluated; proposed policies drafted	All school staff, faculty, and local school board members
	3) To provide a safe, orderly school climate for all students, faculty, and staff in the school district	3a) To improve the system for student traffic in the school building and on school grounds	3a) To develop an understanding of traffic flow patterns that best utilize space and time as students engage in the daily school activities	3a) Training: Receiving Instruction - Videotaping/analyzing campus traffic flow Giving Instruction-Workshops: Reducing traffic flow 3a) Support: Planning/implementing new traffic	*Executive Management Institute

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STEP 3
NO APPENDIX

STEP 4

POTENTIAL SOURCES OF OBJECTIVES FOR NEEDS ASSESSMENT BASED ON INSTITUTIONAL NEEDS

- STATE LEVEL

1. State Department of Education priorities, policies, rules, regulations, and standards
2. Mississippi Education Reform Act of 1982
3. Mississippi laws concerning education (other than the Education Reform Act of 1982)
4. Results of statewide competency testing in the basic skills

- LOCAL INSTITUTIONAL LEVEL

1. Local board of education policies, rules, and regulations
2. Curriculum guides, program descriptions, and recommendations of accrediting agencies and other educational institutions
3. Public hearings for professional personnel and/or lay community
4. Minutes of local boards of education
5. Federal and state mandates and court decisions
6. Identification of subject area concerns by instructional, administrative, and support personnel
7. Characteristics of effective schools
8. Data from surveys and assessments conducted within the state and district
9. Vocational education programs and guidelines
10. Recommendations by professional development committees, curriculum committees, administrator advisory committees
11. Follow-up studies of high school graduates
12. Parental concerns as voiced in letters, PTA meetings, and conferences with parents
13. Community concerns voiced by labor, business, industry, and other special interest groups
14. Goals and objectives of professional organizations
15. College requirements, requirements for graduates, and employers' recommendations

- STAFF LEVEL -

1. Classroom performance results
2. State testing results
3. Perceived interests of classroom pupils
4. Systematic pupil assessment of curriculum and instruction

Source: Connecticut State Department of Education
Kansas State Department of Education

DATA SOURCES AND FORMATS FOR ASSESSING NEEDS

KIND OF INSTRUMENT	DATA RESULTING	DISADVANTAGES, ADVANTAGES
WRITTEN SURVEY TO ALL MEMBERS OF A POPULATION OR TO A RANDOM SAMPLE: A set of written questions to which people are asked to respond in writing or through a checklist format.	Can vary considerably from "hard" data about sample characteristics to "soft" data about the sample's opinions. Information contained on survey may address global needs of institution such as teacher, administrator, and staff understanding of performance based school accreditation.	For large sample populations, compilation of results is time-consuming; written responses do not always distinguish "shades of meaning"; semantic problems are often not identified; return rate is often low; but "hard data" otherwise recorded can be systematically collected; relationships between certain variables can be statistically evaluated; relatively large number of people can be polled.
STRUCTURED INTERVIEWS: A face-to-face interview in which the persons being interviewed are asked the same questions in every interview, a kind of one-way communication with feedback.	(Same variability as for written surveys)	Complex scheduling problems; length of time required for an interview reduces the number of people who can realistically be polled; uniformity of interviewer behavior hard to maintain from interview to interview; interviewing requires relatively skilled data collectors; but interview responses can be checked for clarity through paraphrasing; usually 100 percent of a sample can be polled; people are often more comfortable talking than writing.
RECORD SEARCH: The compilation of selected facts from existing records, either on a sampling basis or for an entire population.	Mostly "hard" data, such as numbers of people having certain characteristics or experiences; frequency of certain incidents which are recorded on permanent records; number of retentions in certain grades; number of accidents occuring on the school property; amount of out of district contracted maintenance work done on school faciilities; examination of daily class schedules, etc.	Done manually it can be very time consuming; quality of data is dependent upon the quality of the records; kind of data is limited by what is available in the records; but when the records are stored via computer program, data can be obtained very quickly; because most records are uniformly kept, reliable data can be obtained about a large population.

KIND OF INSTRUMENT	DATA RESULTING	DISADVANTAGES, ADVANTAGES
OBSERVATION CHECKLIST: Written instruments for recording selected overt behaviors.	Data regarding the frequency with which certain desired behaviors are exhibited by a given person within a certain period of time.	Requires trained observers; accuracy is difficult to maintain; relatively small populations can be observed; but more valid data are acquired than if the teachers being observed are asked to report their behaviors.
STANDARDIZED TESTS: Instruments for measuring specified kinds of knowledge, the results of which can be compared to those obtained from the population in general.	Data regarding the degree of knowledge or skill in a specific area possessed by a given group of people.	Use is limited to the measurement of the behaviors stated by the test; statistical interpretations can be confusing; but data obtained are statistically valid and reliable enabling comparisons over time or from group to group.
NON-STANDARDIZED TESTS: Instruments which are "locally" designed to measure specific kinds of knowledge or skill possessed by a group of people. Best example: teachers' classroom tests.	(Same as for standardized tests)	Usually less reliable and less valid than standardized tests; time must be spent developing the instrument; but the test is "custom-made" for the program so data are typically more relevant.
LOGS: Instrument for recording pre-specified acitvities or incidents.	Rate of occurrence of certain desirable (or undesirable) incidents; amount of time spent in conducting certain activities, etc.	Resistance among those filling out logs is common; orientation and supervision can be time-consuming; high rates of error omission in recording can affect accuracy of data; but it is an excellent means of relating day-to-day activity to long-term objectives.
PERFORMANCE APPRAISAL: Instruments which are designed for recording and rating of observed teacher behaviors.	Professional skills of teachers regarding effective use of planning, effective teaching techniques, management of classroom instruction, conducting curriculum audits, writing behavioral objectives, developing desired process statements, developing test items, establishing appropriate evaluation processes, establishing test item validity and reliability, developing methods for analyzing of test data, etc. Source of Reference: Georgia State Department of Education	Requires trained observers; accuracy is difficult to maintain; relatively small populations can be observed; but more valid data is acquired than if teachers being observed are asked to report their behaviors; data obtained is statistically valid and reliable enabling comparisons over time or from group to group.

KIND OF INSTRUMENT	DATA RESULTING	DISADVANTAGES, ADVANTAGES
OPINION SURVEYS: Instrument for assessing school climate or attitudes about a particular program or policy.	Can determine how personnel feel about the safety of the school environment, whether staff feel competent to perform their jobs successfully, or whether a sense of community and positive relationships exist among staff members, whether parents and community members understand and support specific programs or policies.	Data based on opinion may be biased; but to obtain data relating to school climate the process is effective, for obtaining information from a large number of people regarding knowledge of or acceptance of a particular topic or topics.

Source: Connecticut State Department of Education

FACTORS FOR CONSIDERATION

1. State Concerns.

   _____ Identify concerns (problems that indicate a need for inservice training).
   _____ Identify target population (individual or group).

2. Identify People and Roles.

   _____ Determine who will manage the needs assessment.
   _____ Determine needs assessment planning team.
   _____ Identify those who will conduct the assessment.

3. Plan the Needs Assessment Data Collection.

   _____ Determine needs assessment goals.
   _____ Determine needs assessment data collection strategies.
   _____ Determine and obtain resources required for needs assessment.
   _____ Develop data collection plan and time-line.

4. Implement the Needs Assessment Data Collection.

   _____ Develop instrumentation and recording procedures.*
   _____ Field test and validate instruments and procedures.*
   _____ Collect needs assessment data.
   _____ Tabulate data collected and summarize results.
   _____ Analyze results and report to planning team.

5. Disseminate Results and Set Priorities.

   _____ Disseminate results of needs assessment to respondents and interested constituencies.
   _____ Rank needs for staff development.
   _____ Determine feasibility of meeting the needs and select ranked needs for staff development.

6. Continue to Assess Needs.

   _____ Determine strategies for continuous assessment during conduct of staff development program.
   _____ Reassess needs when program has been completed.
   _____ Evaluate progress and accomplishments.

*These steps should be completed prior to dissemination of needs assessment instrument, however, time constraints during the development of the 1985-86 staff development plan may prevent this from occuring.

NEEDS ASSESSMENT - SECONDARY TEACHERS

NAME: _____ POSITION: _____

Please check (x) the most appropriate response in each of the columns:

PREVIOUS PREPARATION
1 = Sufficient Preparation
2 = Insufficient Preparation
3 = No Preparation
4 = Not Relevant

POSSIBLE PREPARATION
1 = I would like a meeting in this area.
2 = I would like a workshop in this area.
3 = I am not interested in any training in this area.

1	2	3	4	ASSESSING AND EVALUATING STUDENT PERFORMANCE:	1	2	3
___	___	___	___	Understanding and using district wide standardized test data	___	___	___
___	___	___	___	Understanding and using results of the state testing program	___	___	___
___	___	___	___	Developing and using teacher made test	___	___	___
___	___	___	___	Diagnosing student learning abilities/difficulties	___	___	___
___	___	___	___	Diagnosing student reading abilities in subject areas	___	___	___
___	___	___	___	Involving students in self evaluation	___	___	___
___	___	___	___	Recognizing and referring students with special abilities and disabilities	___	___	___
				OTHERS			
___	___	___	___	_____	___	___	___
___	___	___	___	_____	___	___	___
___	___	___	___	_____	___	___	___

NEEDS ASSESSMENT - ADMINISTRATIVE/SUPERVISORY

NAME: _____ POSITION: _____

Please check (x) the most appropriate response in each of the columns:

PREVIOUS PREPARATION
1 = Sufficient Preparation
2 = Insufficient Preparation
3 = No Preparation
4 = Not Relevant

POSSIBLE PREPARATION
1 = I would like a meeting in this area.
2 = I would like a workshop in this area.
3 = I am not interested in any training in this area.

1	2	3	4	SCHOOL AND COMMUNITY RELATIONS:	1	2	3
____	____	____	____	Working with Citizens Advisory Councils	____	____	____
____	____	____	____	Preparing the Annual Report of School Progress for the public	____	____	____
____	____	____	____	Policies/procedures for releasing information for the public	____	____	____
____	____	____	____	Developing information/feedback systems with the public served	____	____	____
				OTHERS			
____	____	____	____	_____	____	____	____
____	____	____	____	_____	____	____	____
____	____	____	____	_____	____	____	____

EXAMPLE

TEACHER NEEDS ASSESSMENT FOR ASSISTANT TEACHER PROGRAM

MISSISSIPPI READING IMPROVEMENT PROGRAM (ASSISTANT TEACHER PROGRAM)

Teacher/Assistant Teacher and Principal Needs Assessment

Name of School _____

Please indicate inservice needs by checking one of the following responses. If additional comments or further training needs are requested, please write in the spaces provided.

The position I hold is that of first grade teacher assistant teacher
third grade teacher principal second grade teacher

INSERVICE TRAINING: I feel I need more training in the following areas:

A. Communicating with the team member
B. Utilization of the assistant teacher in classroom instruction
C. Utilization of the assistant teacher in classroom management
D. Utilization of the assistant teacher in small group instruction
E. Utilization of the assistant teacher in large group instruction
F. Developmental stages of young children as they relate to instruction
G. Understanding concepts relating to the basic skills - reading, writing, mathematics
H. Conducting parent conferences as a team
I. Teaching techniques for instructing young children in the basic skills subject areas
    1. Reading to children (choice of literature and techniques involved)
    2. Story telling techniques
    3. Utilization of teacher's manuals
    4. Constructing instructional aids
    5. Instructional techniques in teaching manuscript handwriting
    6. Construction of learning centers
J. Team teaching techniques for instructing young children in the basic skills subject areas
K. Utilization of team planning in accomplishing AIM objectives through instruction
L. Understanding the objectives of the assistant teacher program
M. Understanding the role of the principal in the assistant teacher program
N. Classroom management techniques
O. Teacher leadership/supervision skills in the classroom
P. Developing teaching behaviors that encourage students to stay on-task
Q. Evaluation of teacher-assistant teacher teams

Other _____

_____

_____

* Orientation sessions for third grade teachers and assistant teachers as well as new first and second grade teachers and/or assistant teacher should be scheduled.

SAMPLE NEEDS ASSESSMENT FOR THE RATING OF NEEDS BY PARTICIPANTS

Circle the number (5 indicates much need; 1 indicates no need.)

1.	Communicating with the team member	5 4 3 2 1
2.	Using the assistant teacher in classroom instruction	5 4 3 2 1
3.	Teaching techniques for reading to children	5 4 3 2 1
4.	Using instructional techniques in teaching manuscript handwriting	5 4 3 2 1
5.	Using instructional techniques in the management of learning centers	5 4 3 2 1
6.	Developing classroom management techniques	5 4 3 2 1
7.	Developing conferencing techniques	5 4 3 2 1

TEACHER RESPONSE FORM ON HOW BEST TO MEET NEEDS

Goal: To improve the students' reading abilities
Need: Improvement of the students' reading abilities

Teacher Response Form On How Best to Meet Needs (Ratings 1 = low, 5 = high)

Causes of the problem (Determined through performance appraisal, logs checklists, opinion surveys, standardized and non-standardized tests.	Possible corrective strategies through staff development (Developed by Staff Development Committee)	Agreed Need	Implementation Strategies						Other Specify	Preferred day of the week and time of the day.
			workshop/lecture	video presentation	hands-on workshop	formal observation at colleagues	focus faculty meetings	developing or reviewing related curriculum materials		
1)Students lack the prerequisite skills necessary for reading level in which they are working	1a)Utilization of the Teacher in the Area of Reading 1b)Use of classroom learning model for various levels of learning									
2)There is little time within the school daily schedule to provide formal reading instruction at the junior and senior high school level	2a)Develop a team teaching approach 2b)Develop a staff resource center									
3)Students have very limited vocabularies	3a)Implement procedures to improve vocabulary 3b)Implement procedures to improvement of study skills									

*Other implementation strategies may be listed to broaden teacher choices. Do not list a system which the district has chosen not to implement prior to collections of this information.

Adapted from: Kansas State Department of Education

STEP 5

FORMAT FOR WRITING OBJECTIVES

1. What is to be measured?
2. How is it to be measured?
3. What procedures are used to gather the data?
4. What time frame will be used to gather the data?
5. What is the standard for meeting this objective? (This is the indicator of success.)
6. How will you know if the standard for the objective has been met?

Using the answers from the above six questions, you are now able to write the objective.

OBJECTIVE:

The sample worksheet for writing objectives is an example only and is subject to modification.

Source: Kansas State Department of Education

WRITING OBJECTIVES

GOAL STATEMENT: School-Community relations will be improved.

1. What is to be measured?
   Number of times each month the principal makes presentations to community groups about student involvement

2. How is it to be measured?
   Counting confirmation letters from community groups acknowledging the date of presentations

3. What procedures are used to gather the data?
   Confirmation letters kept in principal's file

4. What time frame will be used to gather the data?
   Count made each month from September, 1984, through April, 1985

5. What is the standard for meeting this objective? (This is the indicator of success.)
   A minimum of two presentations to community groups made each month from September through April

6. How will you know if this standard for the objective has been met?
   If confirmation letters show at least two presentations to community groups each month September through April

Using the answers from the above six questions, you are now able to write the objective.

OBJECTIVE STATEMENT:

The principal will make two public speeches each month from September, 1984, through April, 1985, to talk about student involvement in service activities in the community. A range of civic, fraternal, and neighborhood groups will be visited.

Source: Kansas State Department of Education.

STEP 6

EXAMPLE TOPICS IN AREAS OF STAFF TRAINING

PROFESSIONAL KNOWLEDGE

Increasing awareness of government mandates (example: Mississippi Education Reform Act of 1982)
Understanding State Department of Education priorities, policies, rules, and regulations
Recognizing school laws and legal rights
Reviewing current education literature--trends in education
Utilizing support personnel--classified, volunteers, certified (psychometrist, speech therapist, etc.)
Increasing self-knowledge in content areas
Managing time effectively

PROFESSIONAL SKILLS

Developing curriculum
Evaluating curriculum
Planning instructional objectives
Developing test items
Developing a plan for self-improvement
Using the library media program to enhance classroom activities
Identifying student needs
Using test results to assess student performance
Managing the classroom to increase time-on-task
Identifying and working with exceptional students
Motivating students
Teaching students to read
Increasing communication across grade level and subject area
Identifying learning styles
Identifying teaching styles
Matching teaching-learning styles
Teaching students with learning difficulties

SCHOOL CLIMATE

Improving communication between administration and staff
Involving parents in the educational process
Understanding the role of the media in school systems
Coping with change
Developing a positive self-image/school-image
Understanding community education programs
Understanding the school/district as an organization

*The topics presented here are examples only and subject to modification. This list is not intended to be inclusive.

Sources: Connecticut State Department of Education
Kansas State Department of Education

School Name _____

School Year _____

Designer _____ Date _____

STAFF (CERTIFIED)

Teachers

Supervisors

Principals

Superintendents

Assistant Teachers (10)

Assistant Teachers (20)

STAFF (NON-CERTIFIED)

Clerical

Food Service

Transportation

Maintenance

GOALS

Goal I Effective Instruction

Goal II Effective Instruction

Goal III Positive School Climate

Goal IV "

Goal V "

Goal VI Effective Instruction

Goal VII "

Goal VIII "

Goal XI "

Goal X "

STAFF DEVELOPMENT SOURCES

1. A. Dr. J. Speed, XYZ University
   B. Jane Smith, Test Coordinator
2. Grade Chairpersons
3. Barbara Taylor, Coordinator Guidance
4. "
5. "
6. George Day, Coordinator Special Programs
7. "
8. "
9. "
10. "

FUTURE TOPICS:

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
Obj. A: Improvement: Student Time-on Task (Wed. 21 - 9:00 am) Obj. B: Test Item Analysis (Wed. 28 - 9:00 am)	Objective: Test Item Analysis	Objective: Parent Conference Essentials (Wed. 2 - 1:00)	Objective:	Objective:	Objective: Instruction for Mainstreamed Special Education Students	Objective:	Objective:	Objective:	Objective:
Staff Obj. A: Jones Elementary - All Teachers/ Administrators Obj. B: Elem. Grade Chairpersons District-wide/Cen.Office	Staff All Elementary Teachers at Respective Schools (Wed..4 - 2:30)	Staff Plankville - Elementary All Teachers/ Administrators	Staff	Staff	Staff Greenville Elementary	Staff	Staff	Staff	Staff
Evaluation Obj. A: Checklist Reporting Form* Obj. B: Small Group Assessment Form	Evaluation Checklist	Evaluation	Evaluation	Evaluation	Evaluation Checklist Reporting Form*	Evaluation	Evaluation	Evaluation	Evaluation

*Participants must complete follow-through plans to receive credit.

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APPENDIX Q

Woodcrest School District

Staff Development Calendar

1985-86

August 21 - 9:00 a.m.	Improvement: Student Time-On-Task Jones Elementary School
28 - 9:00 a.m.	Test Item Analysis Elementary Grade Chairman District-wide
September 4 - 2:30 p.m.	Test Item Analysis Elementary Teachers/Respective Schools
October 2 - 1:00 p.m.	Parent Conference Essentials Plankville Teachers/Administrators
January 22 - 1:00 p.m.	Instruction: Mainstreamed/Special Education Students Greenville Elementary Teachers
February 3 - 9:00 a.m.	School Climate All teachers and administrators
March 28 - 1:00 p.m.	The Use Of Standardized Tests All teachers and administrators
April 3 - 9:00 a.m.	School Improvement Efforts in Mississippi All teachers and administrators

STEP 7

EXAMPLES OF TYPES OF REWARDS

1) Attendance at a professional conference at district expense

2) Newspaper article on the person citing their exceptional work

3) Certificates awarded for exceptional professional achievements

4) One lunch a month in school cafeteria provided at district expense

5) As an outgrowth of a community support campaign, secure discount or free coupons for various services or items that may be awarded to deserving staff members

6) "Gold" cards that allow free admission to all district or school functions within a given period (e.g., ballgames, plays, fairs, etc.)

STEP 8

EXAMPLES OF FOLLOW-THROUGH PLAN

Training Activity - Receiving Instruction

Formally Observing Colleagues In Similiar Positions

a. Goal of Activity

To provide information on how to better structure classroom activities to deal with individual differences.

b. Projected Outcomes of Activity

Identify at least three structuring techniques to try in the classroom.

c. Description of Activity

Attend Madison Elementary School, Bridgeport, in January and observe for 1 hour in Ms. Casey's classroom.

d. Assignment(s)

Look for and record ways of grouping students, ways of dividing the classroom time, and how the teacher designates her time. Try out at least one specific strategy during the following week in the classroom and observe the impact on students. Pay attention to and record how successfully or unsuccessfully strategy is implemented; and determine whether and why students are responding positively or negatively.

e. Follow up of Assignment

Call or visit Ms. Casey to ask questions and tell her about the success or struggles with implementing the strategy. Send a short memo to the staff development committee telling them:

1. Goals in doing this
2. What was done
3. Whether goals were accomplished and if not, why not
4. Usefulness of this kind of activity to improving teaching.

Training Activity - Receiving Instruction

Individual attendance at school site workshops/training sessions

a. Goal of Activity

Instruction in the latest research on teaching styles

b. Projected Outcome of Activity

Identify at least three research findings which can help teachers better structure classroom activities to deal with individual differences.

c. Description of Activity

School site Early Childhood training session in May. The 3 hour workshop topic is _____. Before the conference at least one professional journal article on the topic will be read.

d. Assignment

Record when and how the research ideas were used in teaching during the two weeks immediately following the conference and how students react.

e. Follow-up of assignment

Report on the three research findings and how they were used at the next faculty meeting. Give feedback to the staff development committee (see example on Formally Observing Colleagues in Similar Positions).

Training Activity - Receiving Instruction

Videotaping and Analyzing On-the-job Performance

a. Goal of Activity

To analyze and critique one questioning technique used in the classroom.

b. Projected Outcome of Activity

As a result of the analysis a determination will be made as to the effectiveness and continued practice of the technique.

c. Description of Activity

Two ten-minute videotape segments will be made during different instructional times in the school day. After the videotapes are processed for viewing, analysis of the tapes will take place by the teacher, principal, and curriculum supervisor through independent recording of the district developed checklist.

d. Assignment

As a result of the ratings made identify whether the technique should be continued as judged to be effective. Develop a one-page review of the technique with regard to continuation or discontinuation and share it with peers.

e. Follow up of assignment

(1) Present one page endorsement of teaching technique to faculty at regular meeting.

Training Activity - Giving Instruction

Modeling/Demonstrating Effective Job-Related Skills

a. Goal of Activity

To demonstrate effective job-related skills for the purpose of improving the _____ (Example: classroom management of students, reading scores of students, recordkeeping at the Central Office, efficient management of food services, physical climate within the school, etc.)

b. Projected Outcomes of Activity

More effective operation of the (program and/or classroom.)

c. Description of Activity

A demonstration of _____ will be conducted for the purpose of improving _____ (Example: pupil time-on-task).

d. Assignment(s)

1) Outline a job-related skill directive sheet for observers in which the skill as shown through demonstrated technique or behavior is defined, the reason for using the technique/behavior is to be used and the basis for developing and using the technique or behavior (why use it).

2) Demonstrate or model the effective job skill.

e. Follow-through of Assignment

Respond to the follow-through assignment of those receiving credit for the activity as receiving instruction.

(See Formally Observing Colleagues in Similar Positions to coordinate follow-through plans.)

Training Activity - Giving Instruction

Conducting Workshops

a. Goal of Activity

Provide all in attendance with a workshop session on _____ (Example: Implementing kindergarten, individualizing instruction, new regulations regarding kitchen clean-up, new techniques for secondary English teachers)

b. Projected Outcome(s) of Activity

The preparation for and teaching of the topic of _____ serves to internalize and better acquaint the presenter with the topic. The presenter will gain experience in instruction of adults (peers, those who supervise or those who offer support services).

c. Description of Activity

Workshop session of 2 hours held in October in conjunction with a planned staff development activity.

d. *Assignment(s)

1. Outline workshop presentation.
2. Provide participants with at least one handout/hands-on activity/ group dynamic situation, etc.
3. Devise and implement a method to be used as a follow-up assignment for participants.

e. Follow-up Assignment

1. One week following the workshop disseminate to all who attended a one page summary of the workshop with regard to content, and pertinent information discussed as a result of workshop discussions.

(See Training Activity-Receiving Instruction)

*The length of the workshop should dictate the depth of assignments.

Support Activity Attendance at Approved Staff Meetings

a. Goal of Activity

Inform faculty members about staff development as mandated by law relating to how the program is/will be implemented at the local level.

b. Projected Outcome of Activity

Learn at least three facts which pertain to how staff development will affect individual teachers.

c. Description of Activity

An approved staff meeting will be held at the scheduled time. Transparencies and handout material will be used during the meeting.

d. Assignment

Read one article on the need for staff development.

e. Follow Up of Assignment

Submit for faculty circulation a one-page summary of the article read.

Support Activity - Developing or Revising Curriculum Plans and/or Materials

a. Goal of Activity

Improvement and development of curriculum plans and/or materials.

b. Projected Outcome of Activity

Revision of the instructional management plan.

c. Description of Activity

Revision of the instructional management plan.

d. Assignment

Review plan and develop appropriate behavioral objectives.

e. Follow Up Assignment

Implement in the classroom the revisions made in the plan and record the effects on student performance.

MANAGEMENT OF SUCCESSFUL COMPLETION

School districts may choose to develop the follow-through plans necessary for participant's successful completion of the staff development plan through two methods.

1. Following each approved activity* participants are given the follow-through plan for that activity and a specified completion date. *Activity in this case is defined as one 1 hour session, e.g., keeping students on task.

2. Following each approved activity which is composed of (a specified number of) modules (each 1 hour long), participants are given the follow-through plan and a specified completion date. Example: Activity: Classroom Management.

   Module I: Teaching Behaviors and Classroom Control
   Module II: Planning and Classroom Management
   Module III: Maintaining Positive Appropriate Behavior
   Module IV: Keeping Students on Task

   Follow-through Plan - Classroom Management

STEP 9
NO APPENDIX

STEP 10

PARTICIPANT RATING OF TRAINING/SUPPORT ACTIVITY

Title/Topic: _____

Date: _____ Location: _____

Please Check:

_____ Central Office/Administrator

_____ Institution of Higher Learning

_____ Other (specify: _____)

_____ Superintendent

_____ Teacher

	4 Excellent	3 Good	2 Fair	1 Poor
Presentation in clear and concise manner	___	___	___	___
Trainer's knowledge of subject	___	___	___	___
Extent to which session has informed me with regard to the stated workshop objectives	___	___	___	___
Extent to which training gave me information upon which to act/ react	___	___	___	___
I would recommend this workshop to others as	___	___	___	___
Usefulness of handouts/audio visuals	___	___	___	___
Workshop physical accommodations	___	___	___	___

THE MOST HELPFUL FEATURE OF TODAY'S TRAINING WAS:

THE LEAST HELPFUL OF TODAY'S TRAINING WAS:

STEP 11

APPENDIX V

Subject Area or Building Level (Please indicate subject area or school.) _____

REQUEST FOR STAFF DEVELOPMENT APPROVAL

TOPIC OF ACTIVITY: _____

TIME: _____ PLACE: _____

NUMBER OF STAFF DEVELOPMENT CREDITS: _____ DATE(S) _____
(To be awarded upon completion of follow-up of assignment)

GOAL:

PROJECTED OUTCOME OF ACTIVITY (OBJECTIVE):

DESCRIPTION OF ACTIVITY:

ASSIGNMENT:

FOLLOW-UP OF ASSIGNMENT:

Submitted by: _____ Approval: _____
(Person-in-Charge)

Date: _____

Date Approved: _____

STAFF DEVELOPMENT SESSION DESCRIPTION
198_ - 198_

Session #_____ Title_____

Consultants or Leaders_____

_____

Participants_____

Date(s) or Session(s)_____ Time (length)_____

Minimum attendance
time required for credit_____

Session Activities_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Participation Roles	Description	Point Value
Leadership	_____	_____
Assistant Leader	_____	_____
Attendance	_____	_____
(Other)_____	_____	_____
_____	_____	_____

SUGGESTED RESPONSIBILITIES OF CONTACT PERSON

Contact person(s) should be designated to make all arrangements for the session including:

a. Contacting person(s) who will conduct the activity

   (1) communicate in writing to the presenter information described in number one above

   (2) determine from presenter what materials, media, etc. will need to be provided by the school

   (3) secure information regarding introduction of person(s) who will be conducting the session

   (4) inform presenter of the person who should be contacted in case an emergency arises that would prevent him/her from conducting the session

b. Preparing an agenda for the staff development session

c. Having any necessary materials prepared for the session, i.e., typing, copying, etc.

d. Conducting the session

   (1) introducing the presenter(s)

   (2) distributing, collecting and compiling evaluation forms

   (3) submitting attendance information and evaluation forms to appropriate person for credit to be awarded

   (4) providing any other assistance needed by the presenter(s)

   (5) closing the session by thanking the presenter(s) and dismissing the group

   (6) sending a formal thank-you to the presenter and sharing the results of the evaluation with him/her.

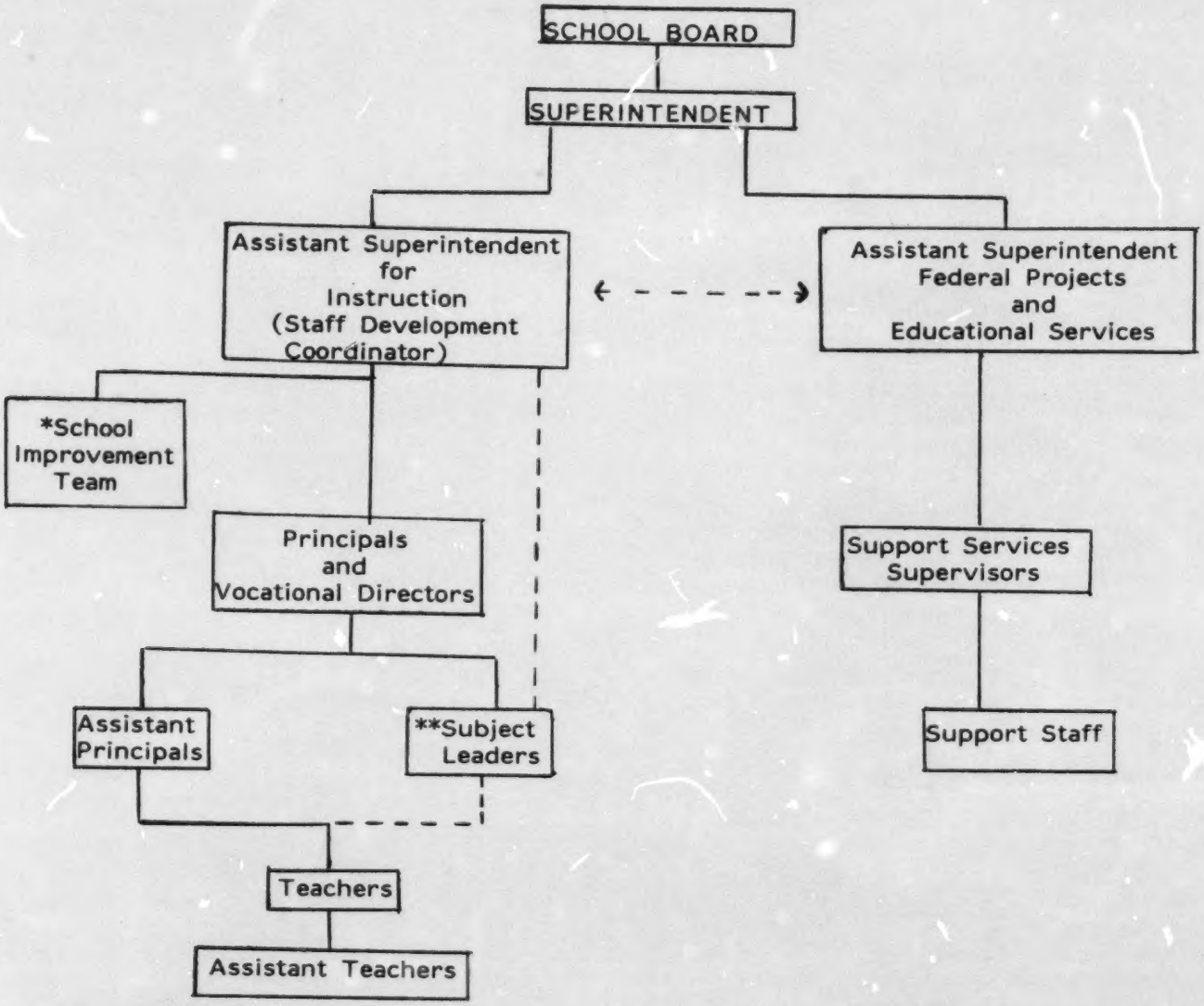
STAFF DEVELOPMENT SESSIONS
198__ - 198__

Attendance Registration

Instructions: Sign on designated line if attending. After sessions all unsigned lines will crossed out.

STAFF MEMBER	Session #___ Date_____ Time_____	Points Earned	Session #___ Date_____ Time_____	Points Earned	Session #___ Date_____ Time_____	Points Earned	Session #___ Date_____ Time_____	Points Earned	Unit

ORGANIZATIONAL CHART FOR STAFF DEVELOPMENT PROGRAM



* Staff Development Committee is represented on this team.

** Subject Leaders Function as Department Chairman. Responsible for assisting with staff development and other programs.

STAFF DEVELOPMENT RESPONSIBILITIES EXAMPLE

I. Certified Personnel

A. Administration

The role of the principal as the instructional leader of a school cannot be minimized, especially when such emphasis is being placed on instructional management. Now more than any time before, it is necessary for principals to perceive themselves as instructional leaders. In order for this to happen, administrators must receive training which will enable them to develop administrative skills needed for carrying out instructional management responsibilities. Therefore, a major thrust of the staff development plan for 1985-86 will focus on the instructional role of the administrative staff, particularly the principals.

The staff development program for school district administrators will consist of:

1. successfully completing of the Executive Management Institute for Administrators as required in the Mississippi Education Reform Act.

2. successfully completing of three day pre-service staff development to be held during the first two weeks of August. This pre-service will focus on leading the district's instructional program and staff development program.

3. conducting building level staff development activities as described in the district staff development plan.

Administrators may also receive staff development credit for conducting staff development activities.

B. Teachers

The staff development program for teachers for the 1985-86 school year provides for specifically planned activities for the improvement of professional staff members during the regular school day. The staff development program will consist of five (5) days of organized and scheduled activities. Four (4) full days plus two (2) one-half days will be devoted to staff development.

The morning session of the full day staff development schedule will be designed for all district professional staff. Topics for district level staff development will be based upon suggestions from teachers and administrators in each school and the School Improvement Team. The staff development coordinator will be responsible for all district level staff development.

In the afternoon subject area training sessions will be conducted for each subject area taught in the school district. Activities and topics for training sessions will be recommended by teachers within each subject area. Subject leaders will submit suggested topics and other

required information to the staff development committee for approval. (See "Staff Development Responsibilities of Subject Leaders.")

On the two (2) one-half days for staff development, activities will be planned and approved and which have an objective unique to a particular school building. Topics and activities should be based upon results of personnel evaluations, student and school achievement, and written suggestions from teachers within the building. The principal of each school will submit suggested topics and other required information to the staff development committee for approval. (See "Staff Development Responsibilities of Principals.") Additional support activities will occur at the building level at least once a month.

C. Specific staff development training activities for assistant teachers will be established from the guidelines set forth by the State Department of Education. Also, assistant teachers will participate in other staff development activities of the district.

II. Classified Personnel

Staff development activities for classified personnel will be conducted by department heads; e.g., transportation, food service and maintenance. A schedule of these activities is on file in the staff development coordinator's office. Staff development activities for classified personnel will be outlined in the district's staff development calendar which will be made available to all staff. Classified personnel are required to meet credit requirements as outlined in state guidelines.

III. Policies and Procedures

In compliance with regulations of the Mississippi Education Reform Act, the school district requires each professional staff member to successfully complete a minimum of twenty-six (26) credits each year. Thirteen (13) of the credits must be earned through staff training activities.

The school district will provide staff development activities whereby a staff member may accumulate credits. These staff development activities will be offered for district level, subject area and building level. Staff development activities will be based on mandates from the state, recommendations from professional staff members and needs as revealed by personnel evaluations.

The staff development coordinator is responsible for the development and coordination of the district's staff development program. The approved staff development program will be made available to each staff member at the beginning of the school year. Subject leaders are responsible for reporting staff development information to school principals. The principal of each school will compile staff development information for each staff member in his/her school and submit this information to the staff development coordinator at the time designated at the beginning of the school year. Staff development records for each professional staff member will be on file in the office of the staff development coordinator.

STAFF DEVELOPMENT RESPONSIBILITIES OF SUBJECT LEADERS

One of the primary goals of staff development is the attainment of professional growth and school improvement; therefore, it is necessary to design and implement staff development activities which provide ongoing means for such growth and improvement. Although some staff development activities are beneficial to all teachers and administrators, at least a portion of the school district's staff development activities should target each discipline being taught in the school system. Therefore, staff development training sessions for each subject area in the school district will be held each afternoon of the full day schedule. Training sessions will be conducted by the subject leader.

In relation to the staff development program, subject leaders shall:

1. have the authority to work with teachers in the specified subject area.

2. determine training session topics from a needs assessment indicating staff development activities desired for this group and evaluation of student achievement.

3. submit written report of proposed staff development activities for the group to the staff development committee for approval. This report should include:

   a. topic of staff development activity
   b. description of activity
   c. general objective of activity
   d. specific objective of activity
   e. evaluation of activity
   f. personnel and/or material needed and approximate cost of each; i.e., outside consultant. If an outside consultant is requested, his,her name(s) should be provided.
   g. meeting place
   h. meeting date(s)
   i. meeting time(s)

4. make all arrangements for the activity or ensure that all arrangements are made, including:

   a. contacting persons who will conduct the activity
   b. preparing an agenda for each staff development training session and submitting this to the staff development committee at the designated time
   c. having any materials prepared for training sessions; i.e., typing, copying, etc.
   d. conducting each training session
   e. evaluating each training session
   f. awarding staff development credit upon successful completion of each activity
   g. preparing and submitting reports of staff development activities to the principal of each school represented.

5. attend district staff development training sessions for subject leaders.

6. provide input to principals regarding teachers' participation and completion of staff development requirements and the relationship to their performance.

STAFF DEVELOPMENT RESPONSIBILITIES OF PRINCIPALS

Just as there are staff development topics and activities that are more meaningful to teachers in different disciplines, building level topics and leader of a school, each principal plays a key role in the development of his/her faculty members. Hence, the principal of each school in the district shall be responsible for building level staff development as designated in the staff development plan.

In relation to the staff development program, the principal shall:

1. be responsible for building level staff development which will have a positive effect on faculty members.

2. determine building level staff development topics and/or activities based on evaluations of existing personnel, evaluation of student and school achievements and a needs assessment indicating staff development activities desired by the school faculty.

3. submit written report of proposed staff development activities for the group to the staff development committee for approval. This report should include:

   a. topic of staff development activity
   b. description of activity
   c. general objective of activity
   d. specific objective of activity
   e. evaluation of activity
   f. personnel and/or material needed and approximate cost of each; i.e., outside consultant. If an outside consultant is requested, his/her name(s) should be provided
   g. meeting place
   h. meeting date(s)
   i. meeting time(s)

4. make all arrangements for the activity or ensure that all arrangements are made, including:

   a. contacting persons who will conduct the activity
   b. preparing an agenda for each staff development training session and submitting this to the staff development committee at the designated time
   c. having any materials prepared for training session; i.e., typing, copying, etc.
   d. conducting each training session
   e. evaluating each training session
   f. awarding staff development credit upon successful completion of each activity
   g. preparing and submitting reports of staff development activities to the staff development coordinator. This includes compilation of school faculty in subject area sessions. Training session information will be submitted to the principal by the subject leader.

5. attend district staff development training sessions for principals.

6. utilize staff development participation and completion when evaluating teachers.

7. exhibit a positive attitude toward staff development and its worth as an educational program.

Level A: Staff Development Plan
(Minimum Level, approved for only 1 yr. '85-86)

The district has an approved "developmental" staff development plan which contains evidence of the following components:

(1) Collaborative structures as evidenced by a district-level staff development committee;

(2) An appointed staff development coordinator;

(3) Goals and objectives which specify what the staff development program is to accomplish;

(4) Program implementation strategies addressing staff training activities and staff support activities;

(5) Staff reward system which provides credits for different types of staff development activities;

(6) Pre-determined methods for determining participants' successful completion of all staff development activities;

(7) Assessment of district staff development needs determined by on-the-job performance evaluation(s)

(8) Program evaluation strategies which include participant ratings of training sessions;

(9) Offering the appropriate number of activities (which are based on objectives) to generate the required number of staff development credits as outlined in the staff development guidelines. Credits might be considered as a part of a reward system;

(10) Program review and revision strategies which specify how evaluation information will be used to revise the staff development program;

(11) Documentation that the staff development committee has completed the charge of carrying out the staff development program as designated by State Department of Education goals for staff development. Mastery of the staff development concept: leadership roles, communication skills, planning functions, etc.;

(12) Administrative support for the staff development program as evidenced by the signatures of the superintendent, the district-level staff development committee, the signature of the local board chairman (following board approval);

(13) Provisions for conducting staff development activities during district's stated contractual working hours.

Level B: Staff Development Plan

(1) The district has an approved comprehensive staff development plan which contains evidence of the following components:

a. organizational plan for school improvement;
b. mission statement reflecting the vision of the district;
c. staff development coordinator;
d. collaborative structures as evidenced by a district-level staff development committee;
e. assessment of district staff development needs through on-the-job performance evaluation;
f. goals and objectives which specify what the staff development program is to accomplish;
g. program implementation strategies addressing staff training activities and staff support activities;
h. staff reward system which provides credits for different types of staff development activities;
i. a plan for determining successful completion of the staff development program;
j. program evaluation strategies which include participant reactions to ratings of training sessions and evaluation of changes in organizational functioning;
k. program review and revision strategies which specify how evaluation information will be used to revise the staff development program;
l. administrative support for the staff development program as evidenced by the signatures of the district-level staff development committee and the superintendent;
m. provisions for conducting staff development activities during district's stated contractual working hours.

(2) In addition to a credit system, other intrinsic professional rewards have been and are used as incentives for participating in the staff development program.

(3) In addition to on-the-job performance evaluation, at least two additional methods of assessing program and performance needs have been employed in developing the staff development plan.

DEFINITION OF CATEGORIES

1. INSTRUCTIONAL SUPPLIES - expenditures for current materials which should be effective in presentations and training activities over a period of time (Refer to the Resource Directory provided by the State Department of Education.

2. CONSUMABLE SUPPLIES - expenditures for paper, folders, etc. essential for the current year's staff development program.

3. TRAVEL - expenditures for selected teachers/administrators to visit other districts, state/regional conferences and workshops related to staff development.

4. CONSULTANT(S) - expenditures for bringing in presenters with proven expertise in identified areas of need.

5. SUBSTITUTE TEACHER(S) - expenditures to enable committee members and other key teachers to periodically serve in staff development capacities essential to planning and/or delivery of the staff development program.

EXPENDITURES NOT ALLOWED

Employing Staff

Claiming Indirect Cost

Purchasing Equipment